

Reading

RL.K.1/RI.K.1: With prompting and support, ask and answer questions about key details in a text.

RL.K.5: Recognize common types of texts (e.g., storybooks, poems).

RL.K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RL.K.4/RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5: Identify the front cover, back cover, and title page of a book.

RI.K.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RL.K.10/RI.K.10: Actively engage in group reading activities with purpose and understanding.

Writing

W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is....)

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.K.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Other Literacy Goals

RF.K.1: Demonstrate understanding of the organization and basic features of print.

- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.2: Demonstrate understanding of spoken words, syllables, and phonemes.

- Recognize and produce rhyming words.

SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

S.L.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.

L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.

- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

L.K.6: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

Kindergarten

Unit 1

Quarter One

A Colorful Time with
Rhythm and Rhyme

Science - Position, Properties and Use of Objects

K.P.1: Understand the positions and motions of objects and organisms observed in the environment.

K.P.1.1: Compare the relative position of various objects observed in the classroom and outside using position words such as: in front of, behind, between, on top of, under, above, below and beside.

K.P.2: Understand how objects are described based on their physical properties and how they are used.

K.P.2.1: Classify objects by observable physical properties (including size, color, shape, texture, weight and flexibility).

K.P.2.2: Compare the observable physical properties of different kinds of materials (clay, wood, cloth, paper, etc) from which objects are made and how they are used.

Information and Technology Skills

K.IN.1.1: Understand the meaning of fiction and nonfiction.

K.SE.1.1: Identify examples of responsible use and care of technology hardware and software.

K.SE.1.3: Recognize the importance of respect for the work of others.

Healthful Living

K.MEH.1.1: Recognize feelings and ways of expressing them.

K.MEH.1.2: Recall stressors and stress responses.

K.MEH.1.3: Illustrate personal responsibility for actions and possessions.

K.PCH.1.1: Use steps of correct hand washing at appropriate times throughout the day.

K.ICR.1.1: Explain reasons for sharing.

K.ICR.1.3: Summarize protective behaviors to use when approached by strangers.

K.ICR.1.4: Recognize bullying, teasing and aggressive behaviors and how to respond.

K.ATOD.1.1: Explain what is likely to happen if harmful household products are ingested or inhaled.

K.ATOD.1.2: Classify things around the house as medicinal drugs or other (e.g. candy).

Kindergarten

Unit 1

Quarter One

A Colorful Time with
Rhythm and Rhyme

Social Studies

K.C.1: Understand how individuals are similar and different.

K.C.1.1: Explain similarities in self and others.

K.C&G.1: Understand the roles of a citizen.

K.C&G.1.1: Exemplify positive relationships through fair play and friendship.

K.C&G.1.2: Explain why citizens obey rules in the classroom, school, home and neighborhood.

Reading

- RL.K.1/RI.K.1:** With prompting and support, ask and answer questions about key details in a text.
- RL.K.2:** With prompting and support, retell familiar stories, including key details.
- RL.K.7:** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RL.K.9:** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- RI.K.7:** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).
- RL.K.10/RI.K.10:** Actively engage in group reading activities with purpose and understanding.

Writing

- W.K.3:** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- W.K.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Science—Characteristics of Animals

- K.L.1: Compare characteristics of animals that make them alike and different from other animals and nonliving things.**
- K.L.1.1:** Compare different types of the same animal (i.e. different types of dogs, different types of cats, etc.) to determine individual differences within a particular type of animal.

Other Literacy Goals

- RF.K. 3: Know and apply grade-level phonics and word analysis skills in decoding words.**
- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
 - c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- RF.K.4 Read emergent-reader texts with purpose and understanding.**
- SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.**
- b. Continue a conversation through multiple exchanges.
- L.K.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**
- a. Print many upper and lower case letters.
 - b. Use frequently occurring nouns and verbs.
 - c. Form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs, wish, wishes).
- L.K.2: Demonstrate command of the conventions of standard English capitalization punctuation, and spelling when writing.**
- a. Capitalize the first word in a sentence and the pronoun "I."
 - b. Recognize and name end punctuation.
- L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.**
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Kindergarten

Unit 2

Quarter 2

Tell a Story

Reading

RL.K.1/RI.K.1: With prompting and support, ask and answer questions about key details in a text.

RL.K.3: With prompting and support, identify characters, settings, and major events in a story.

RL.K.4: Ask and answer questions about unknown words in a text.

RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RI.K.2: With prompting and support, identify the main topic and retell key details of a text.

RL.K.10/RI.K.10: Actively engage in group reading activities with purpose and understanding.

Writing

W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Other Literacy Goals

R.F.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

b. Count, pronounce, blend and segment syllables in spoken words.

c. Blend and segment onsets and rimes of single-syllable spoken words.

SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

Social Studies

K.H.1 Understand change over time.

K.H.1.3: Explain the impact of how life events bring changes (a new sibling, moving to a new house, a new job, a new school, etc.).

K.C.1 Understand how individuals are similar and different.

K.E.1: Understand basic economic concepts

K.E.1.2: Explain how jobs help people meet their needs and wants.

K.E.1.1: Explain how families have needs and wants.

Healthful Living

K.PCH.1.2: Illustrate proper tooth brushing techniques.

K.PCH.1.3: Explain rationale for not sharing hygiene products (combs, brushes, toothbrushes).

K.PCH.2.1: Recognize the meanings of traffic signs and signals.

K.PCH.2.2: Explain the benefits of wearing seatbelts and bicycle helmets.

K.PCH.2.3: Illustrate how to get help in an emergency.

K.PCH.2.4: Identify appropriate responses to warning signs, sounds, and labels.

K.NPA.1.1: Classify foods by groups in MyPlate.

K.NPA.1.2: Recall foods and beverages beneficial to teeth and bones.

K.NPA.1.3: Recall activities for fitness and recreation during out of school hours.

K.NPA.2.1: Recognize nutrient-dense foods in a list of foods that are culturally diverse.

K.NPA.2.2: Summarize the importance of a healthy breakfast and lunch.

Kindergarten

Unit 3

Quarter 2

Exploring with Friends
in the Neighborhood

Reading

- RL.K.1/RI.K.1:** With prompting and support, ask and answer questions about key details in a text.
- RI.K.3:** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.K.4:** With prompting and support, ask and answer questions about unknown words in a text.

Other Literacy Goals

- RF.K.2:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- SL.K.4:** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- L.K.1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- e. Use the most frequently occurring prepositions (e.g. who, what, where, when, why, how).
- f. Produce and expand complete sentences in shared language activities.
- L.K.2:** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- c. Write a letter or letters for most consonant and short vowel sounds (phonemes).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- L.K.5:** With guidance and support from adults, explore word relationships and nuances in word meanings.
- c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

Writing

- W.K.2:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.K.5:** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- W.K.7:** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- W.K.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Social Studies

- K.H.1.1:** Explain how people change over time (self and others).
- K.H.1.3:** Explain the impact of how life events bring change (a new sibling, moving to a new house, a new job, a new school, etc.).
- K.C&G.1:** Understand the roles of a citizen.

Information and Technology Skills

- K.SI.1.1:** Identify sources of information (e.g., print, non-print, electronic, people).
- K.SI.1.2:** Identify the relevant sources of information for a given task.
- K.IN.1.2:** Identify resources with appropriate factual information.
- K.RP.1.1:** Identify questions that are relevant for a given topic or purpose.

Kindergarten

Unit 4

Quarter 3

*America's Symbols
and Celebrations*

Reading

- RL.K.1/RI.K.1: With prompting and support, ask and answer questions about key details in a text.
- RL.K.2: With prompting and support, retell familiar stories, including key details.
- RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- RI.K.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RL.K.10/RI.K.10: Actively engage in group reading activities with purpose and understanding.

Writing

- W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is....)
- W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.K.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Other Literacy Goals

- L.K.2: Demonstrate command of the conventions of standard English capitalization punctuation, and spelling when writing.**
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Healthful Living

- K.ICR.1.2: Compare people in terms of what they have in common and how they are unique.

Social Studies

- K.H.1.2: Explain how seasons change over time.
- K.C.1.2: Explain the elements of culture (how people speak, how people dress, foods they eat, etc.).
- K.G.1 Use geographic representations and terms to describe surroundings.**
- K.G.1.1: Use maps to locate places in the classroom, school and home.
- K.G.1.2: Use globes and maps to locate land and water features.
- K.G.1.3: Identify physical features (mountains, hills, rivers, lakes, roads, etc.).
- K.G.1.4: Identify locations in the classroom using positional words (near/far, left/right, above/beneath, etc.).
- K.G.2 Understand the interaction between humans and the environment.**
- K.G.2.1: Explain how people adapt to weather conditions.
- K.G.2.2: Explain ways people use environmental resources to meet basic needs and wants (shelter, food, clothing, etc.).

Kindergarten

Unit 5

Quarter 3

A Great Big World

Science—Weather

- K.E.1: Understand change and observable patterns of weather that occur from day to day and throughout the year.**
- K.E.1.1: Infer that change is something that happens to many things in the environment based on observations made using one or more of their senses.
- K.E.1.2: Summarize daily weather conditions noting changes that occur from day to day and throughout the year.
- K.E.1.3: Compare weather patterns that occur from season to season.

Reading

- RL.K.1/RI.K.1:** With prompting and support, ask and answer questions about key details in a text.
- RI.K.9:** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.K.8:** With prompting and support, identify the reasons an author gives to support points in a text.
- RL.K.10/RI.K.10:** Actively engage in group reading activities with purpose and understanding.

Other Literacy Goals

- RF.K.2:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3:** Know and apply grade level phonics and word analysis skills in decoding words.
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- RF.K.4:** Read emergent-reader texts with purpose and understanding.
- L.K.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Kindergarten reading and content*. (emphasis original)
- a. Identify new meanings for familiar words and apply them accurately (e.g. knowing *duck* is a bird and learning the verb *to duck*).
- b. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.
- L.K.5.d:** Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings .

Writing

- W.K.3:** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- W.K.5:** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- W.K.6:** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Kindergarten

Unit 6

Quarter 4

Wonders of Nature: Plants, Bugs and Frogs

Information and Technology

- K.TT.1.1:** Use a variety of technology tools to gather data and information (e.g., Web-based resources, e-books, online communication tools, etc.).
- K.TT.1.2:** Use a variety of technology tools to organize data and information (e.g., word processor, graphic organizer, audio and visual recording, online collaboration tools, etc.).
- K.TT.1.3:** Use technology tools to present data and information (multimedia, audio and visual recording, online collaboration tools, etc.).
- K.SE.1.2:** Remember internet safety rules.

Science

Motion of Objects/Animal Characteristics

- K.P.1.2:** Give examples of different ways objects and organisms move (to include falling to the ground when dropped): straight, zigzag, round and round.
- K.L.1:** Compare different types of the same animal (i.e. different types of dogs, different types of cats, etc.) to determine individual differences within a particular type of animal.
- K.L.1.2:** Compare characteristics of living and nonliving things in terms of their: structure, growth, changes.

Social Studies

- K.G.2** Understand the interaction between humans and the environment.